



Pupil Premium Strategy
2019-2020

The Pupil Premium is additional funding paid to schools in respect of their disadvantaged pupils (pupils who have been registered for free schools meals (FSM) at any point in the last six years or are looked after continuously by the local authority for more than six months). Schools receive this funding to support their eligible pupils and narrow the attainment gap between them and their peers. It is allocated to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The school also receives funding for service children and children adopted from care. As required we are publishing online information regarding our Pupil Premium Strategy we have as a school to support the children.

1. Summary information			
School	Yeading Infant and Nursery School		
Academic Year	2019-2020	Total PP budget	£93,270
Next internal review	Termly pupil progress meetings to track the progress of the children. Termly monitoring of interventions. Half-termly report to Governors. Annual review each October using internal assessment information.		

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school)</i>	
A.	The oral and written language skills of many children are weak and this has an impact on both their writing and reading and their ability to tackle problem solving in mathematics. Pupils often have lower Literacy and Numeracy skills compared to their peers. 93% of pupils have English as an Additional Language.
B.	95% of the children entering the Early Years have limited language and communication skills and this impacts on their ability to access all areas of learning.
C.	13% of Pupils eligible for PP have SEN support (8% of those pupils currently access support from external agencies).
D.	Pupils have emotional and social needs including low self-esteem.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Some children would benefit from more support at home as parents have limited Literacy skills e.g. developing reading, writing and maths.
F.	Challenge of high mobility.

Reason For the Approach

After careful analysis of Data a program of targeted interventions has been put into place.

The following targeted interventions listed have shown to be successful as seen through previous experience and pupil performances. We have identified interventions to address the barriers to future attainment.

Planned Spending of Pupil Premium Grant in 2019-2020

After analysing pupil data the Senior Management Team and class teachers planned the support to help children meet and exceed expected progress.

We are using a range of strategies across the school to address identified barriers to learning

Pupil premium used for:	Linked to Barrier	Summary of intervention or action (Includes rounding)
Intervention programmes/ additional teaching and learning support. Interventions are: Reading Recovery, Phonics, Read, Write Inc and Learning Mentor. Music lessons. Speech and Language Therapist. Magic Breakfast Club. Play Rangers. Pantomime. School Uniform. Additional Resources and equipment.	A,B,C,D	To deliver daily support through already successful intervention and quality first teaching. The Learning Mentor provides guidance and support to targeted families. Support can be in the form of improving attendance, parent- school relationship, consistency at home, supporting parents to support pupils/Parenting Program. Additional Speech and Language Therapist. Breakfast Club to support Language and Literacy. Music lessons from Peripatetic Teacher. Pantomime to support Language and Literacy through Drama. Annual cost: £92,270
School visits	D	Trips will be funded for eligible pupils £1000.

Listed above are some of the strategies we are using – Records of the different names of different strategies and approaches are not named on the website to ensure anonymity for the children receiving the support. Support may change as the year progresses depending on the needs of the children.

Measuring Impact

Throughout the year we track progress of the children and impact of strategies provided. We analyse their progress against progress of other children in the class and children nationally.

We also use knowledge gained from termly Pupil Progress Meetings, Book Scrutiny, Parent/Pupil Surveys and Pupil Interviews.

We will do pupil interviews and surveys to measure the impact of developing a growth mindset has on the children as well as looking at standard of their work.

All interventions are carefully mapped using a provision map and the effectiveness of each intervention is carefully measured against pupil progress each term.

Measuring the impact of Pupil Premium Grant spending on children (Below are the results of the children with a Pupil Premium Grant compared to all children nationally) for Key Stage 1.

KS1-29 pupils in receipt of the pupil premium. 1 pupil=4%, 1 pupil on SEND RECORD K, 3 EHCPs.

Reading

- 69% of pupils achieved above the required standard in reading which is above the national (2019) average of 62% reaching the required standard.

Writing

- 69% of pupils achieved above the required standard in writing which is above the national (2019) average of 55% reaching the required standard.

Mathematics

- 72% of pupils achieved above the required standard in maths which is above the national (2019) average of 62% reaching the required standard.

End of Key Stage One**Year 2-29 pupils in receipt of the pupil premium. 1 pupil=4%, 2 pupils on SEND register K, 3 EHCP's.**

	Reading	Writing	Maths
Children Eligible for Pupil Premium reaching the expected standard	69% Non Pupil Premium – 85%	69% Non Pupil Premium – 83%	72% Non Pupil Premium – 86%
Children eligible for Pupil Premium achieving expected standard in reading, writing and maths	70% 5 pupils in receipt of the pupil premium. Out of the 5 pupils, 3 have EHCP's and 2 are on SEN Support. Non Pupil Premium – 81%		

EYFS (pupils)

EYFS reaching a good level of development

No data this year.

Year One phonics

<u>Attained the threshold score for the Year 1 phonics test</u>	Covid 19 – See below
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Year Two phonics

<u>Attained the threshold score for the Year 2 phonics test</u>	90% passed
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Review

This pupil premium strategy is reviewed half - termly, termly and annually by the Teaching and Learning Committee and the Full Governing Board.